

Title II of the Higher Education Act

Institutional Report

APPENDIX C

Annual Institutional Questionnaire on Teacher Preparation:

Academic year: 2001-2002

Office of Postsecondary Education, U.S. Department of Education

Report Year 3: (Fall 2001, Winter, 2002, Summer 2002)

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Section I. Pass rates.

Please provide the information in Tables C1 and C2 on the performance of completers of the teacher preparation program in your institution on teacher certification/licensure assessments used by your state.

Program completers for whom information should be provided are those completing program requirements in the most recent academic year. Thus, for institutional reports due to the state by April 7, 2001, the relevant information is for those completing program requirements in academic year 1999-2000. For purposes of this report, program completers do not include those who have completed an alternative route to certification or licensure as defined by the state.

The assessments to be included are the ones taken by these completers up to 5 years before their completion of program requirements, or up to 3 years afterward. (Please note that in 3 years institutions will report final pass rates that include an update on this cohort of completers; the update will reflect scores reported after the test closure date.) See guide pages 10 and 11.

In cases where a program completer has taken a given assessment more than once, the highest score on that test must be used. There must be at least 10 program completers taking the same assessment in an academic year for data on that assessment to be reported; for aggregate or summary data, there must also be at least 10 program completers (although not necessarily taking the same assessment) for data to be reported.

Note: The procedures for developing the information required for these tables are explained in the National Center for Education Statistics document entitled *Reference and Reporting Guide for Preparing State and Institutional Reports on the Quality of Teacher Preparation: Title II, Higher Education Act*. Terms and phrases in this questionnaire are defined in the glossary, appendix B of the guide.

Section I. Pass rates.

Table C1: Single-Assessment Institution-Level Pass-rate Data: Regular Teacher Preparation Program

<i>Table C-1</i>	<i>HEA - Title II 2001-2002 Academic Year</i>
Institution Name	Stephens College
Institution Code	6683
State	Missouri
Number of Program Completers Submitted	11

Number of Program Completers found, matched, and used in passing rate Calculations ¹	11				Statewide		
Type of Assessment	Assessment Code Number	Number Taking Assessment	Number Passing Assessment	Institutional Pass Rate	Number Taking Assessment	Number Passing Assessment	Statewide Pass Rate
Professional Knowledge							
Academic Content Areas							
Early Childhood Education	020	5	5	100%	295	288	98%
Elem Edu: Curriculum, Instruction, and Assessment	011	6	5	83%	1679	1606	96%
Other Content Areas							
Teaching Special Populations							

Table C2: Aggregate And Summary Institution-Level Pass-rate Data: Regular Teacher Preparation Program

<i>Table C-2</i>	<i>HEA - Title II 2001-2002 Academic Year</i>						
Institution Name	Stephens College						
Institution Code	6683						
State	Missouri						
Number of Program Completers Submitted	11						
Number of Program Completers found, matched, and used in passing rate Calculations¹	11				Statewide		
Type of Assessment ²	Number Taking Assessment ³	Number Passing Assessment ⁴	Institutional Pass Rate	Number Taking Assessment ³	Number Passing Assessment ⁴	Statewide Pass Rate	
Aggregate - Basic Skills							
Aggregate - Professional Knowledge				10	9	90%	
Aggregate - Academic Content Areas (Math, English, Biology, etc.)	11	10	91%	3275	3155	96%	
Aggregate - Other Content Areas (Career/Technical Education, Health Educations, etc.)				156	156	100%	
Aggregate - Teaching Special Populations (Special Education, ELS, etc.)				270	256	95%	
Aggregate - Performance Assessments							
Summary Totals and Pass Rates⁵	11	10	91%	3711	3575	96%	

¹ The number of program completers found, matched and used in the passing rate calculation will not equal the sum of the column labeled "Number Taking Assessment" since a completer can take more than one assessment.

² Institutions and/or States did not require the assessments within an aggregate where data cells are blank.

³ Number of completers who took one or more tests in a category and within their area of specialization.

⁴ Number who passed all tests they took in a category and within their area of specialization.

⁵ Summary Totals and Pass Rate: Number of completers who successfully completed one or more tests across all categories used by the state for licensure and the total pass rate.

Section II. Program information.

A Number of students in the regular teacher preparation program at your institution:

Please specify the number of students in your teacher preparation program during academic year 2001-2002, including all areas of specialization.

1. Total number of students enrolled during 2001-2002: **27**

B Information about supervised student teaching:

2. How many students (in the regular program and any alternative route programs) were in programs of supervised student teaching during academic year 2001-2002? **11 Students (13 Placements)**

3. Please provide the numbers of supervising faculty who were:

Appointed full-time faculty in professional education: an individual who works full time in a school, college, or department of education, and spends at least part of the time in supervision of teacher preparation students. **4 (2 supervising student teachers, all 4 supervising practica and other field experiences.)**

Appointed part-time faculty in professional education and full-time in the institution: any full time faculty member in the institution who also may be supervising or teaching in the teacher preparation program. **4**

Appointed part-time faculty in professional education, not otherwise employed by the institution: may be part time university faculty or pre-K-12 teachers who supervise prospective teachers. The numbers do not include K-12 teachers who simply receive a stipend for supervising student teachers. Rather, this third category is intended to reflect the growing trend among institutions of higher education to appoint K-12 teachers as clinical faculty, with the rights and responsibilities of the institution's regular faculty. **0**

Supervising faculty for purposes of this data collection includes all persons who the institution regards as having faculty status and who were assigned by the teacher preparation program to provide supervision and evaluation of student teaching, with an administrative link or relationship to the teacher preparation program.

Total number of supervising faculty for the teacher preparation program during 2001-2002: **4**

4. The student/faculty ratio was (divide the total given in B2. by the number given in B3.): **6.7/1**

5. The average number of hours per week required of student participation in supervised student teaching in these programs was: **20 for Early Childhood Years, 40 for Elementary Grades**. The total number of weeks of supervised student teaching required is **14**. The total number of hours required is **560 hours for Elementary Grades Placements; 280 hours for Early Childhood Placements. (All candidates have an Elementary Grade Placements, Early Childhood candidates also have an Early Childhood Placement)**

C Information about state approval or accreditation of teacher preparation programs:

6. Is your teacher preparation program currently approved or accredited by the state?

X Yes No

7. Is your teacher preparation program currently under a designation as "low-performing" by the state (as per section 208 (a) of the HEA of 1998)? Yes **X** No

NOTE: See appendix A of the guide for the legislative language referring to "low-performing" programs.

Section III. Contextual information (optional).

A. Please use this space to provide any additional information that describes your teacher preparation program(s).

B. Missouri has asked each institution to include at least the following information.

1. Institution Mission

The Stephens College mission statement serves as the basis for the total college learning experience.

1. Promote standards of intellectual and creative excellence and the development of creativity and critical thinking.
2. Support students in serious examination of their own experience and its intellectual, spiritual and cultural significance.
3. Create a community of academic endeavor in which learning is understood as an interdependent process, and students and faculty are partners in scholarship.
4. Foster opportunities for all students to strengthen their physical and emotional well-being.
5. Offer liberal and specialized education on and off campus and through international studies designed to show the importance of women's leadership in the world community.
6. Encourage the understanding of learning as a lifelong process that requires continual reevaluation of goals and directions.
7. Establish a learning community that encourages students of all ages and backgrounds to assess their personal values and beliefs and to develop a sense of ethical responsibility.

2. Educational Philosophy

The Stephens College teacher education program is built upon five core beliefs expanded in the Education Department Conceptual Framework. These beliefs drive instruction and program development in the Department.

- a. Need for strong knowledge base coupled with direct experience
- b. A constructivist approach to teacher education
- c. Holistic approach to education
- d. Valuing diversity and strong advocacy for inclusion in educational settings
- e. Need for close family/school relationships

3. Conceptual Frameworks

a. Need for strong knowledge base coupled with direct experience

The underlying assumption of the Education Program curriculum is that the development of effective teachers is based upon acquiring a strong knowledge base plus concurrent practicum experiences. The knowledge base should include current theory and research in both child development and pedagogy. The practicum experiences should provide effective models as well as ample opportunities to apply what they are learning to real teaching situations. These experiences should be varied in setting and include children of diverse backgrounds and abilities. The knowledge base and practicum experiences should be developmental in nature, beginning with the first Education course and building toward the capstone experience in student teaching and Senior Seminar.

b. A constructivist approach to teacher education

Constructivist theory assumes that knowledge is not determined by nature or nurture alone but is constructed by the individual through interactions with people and the physical environment. Children have an intrinsic desire to learn and construct knowledge by acting upon the world. Each new thing that they learn builds on what they have experienced before; thus each person has his or her own unique knowledge base. Play is the way young children learn; they use their senses and language to learn about the environment. All domains (sociomoral, cognitive, representational, and physical) influence each other. The central tenets of the Stephens' constructivist approach are

1. Integration,
2. Active learning, and
3. Fostering critical thinking.

c. Holistic approach to education

Another central concept of the Education Program is that education should involve the total person, including social, emotional, and physical development as well as academic and cognitive components. The underlying assumptions are that all aspects of the self are interrelated and cannot be easily separated, that education should address all areas of development, and that the most meaningful learning involves all aspects of the self.

d. Valuing of diversity and strong advocacy for inclusion in educational settings

Going beyond tolerance and knowledge of differences, we strive to view cultural, racial, ethnic, class, and ability diversity as sources of potential enrichment. Throughout their courses, students acquire knowledge about diversity and how to modify teaching and communication to adapt to these differences. The Education Program strongly supports inclusion of children with special needs in regular classrooms. It assumes that all children are unique and can learn through the structure and design that provides developmentally appropriate opportunities, meeting each child's needs in a caring, supportive manner.

e. Need for close family/school relationships

The Education Department places strong emphasis on the family/school relationship. Within our lab school the family component is key to the communication and education of the students in the lab school.

4. Program completers who teach in the private schools and out of state

Private Schools:	4
Out-of-State:	3